Comparative Analysis of Traditional Teaching Mode and Participatory Teaching Mode in English Major Teaching

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Abstract. With the continuous reform of China’s higher education and the increasing market demand for English professionals, the traditional college English teaching model has been unable to adapt to the development of the new era. In order to strengthen the training of application-oriented talents for college English majors, it has become an important task to reform the traditional English teaching mode. In the traditional teaching of college English major, it is necessary to add the participatory teaching mode. This paper mainly introduces definitions, characteristics, impacts on teachers and influences on students of two kinds of teaching modes. It also analyzes the differences of two kinds of teaching modes as well as how to combine two teaching modes and how to complement each other in order to achieve the perfect combination, making due contribution for training applied talents for English majors, adapting the time requests and making the college English teaching keep pace with the times.

1. Introduction

With the continuous reform of China’s higher education and the increasing market demand for English professionals, the traditional college English teaching model has been unable to adapt to the development of the new era. In order to strengthen the training of application-oriented talents for college English majors, it has become an important task to reform the traditional English teaching mode[1]. In the traditional teaching of college English major, it is necessary to add the participatory teaching mode. This paper mainly introduces definitions, characteristics, impacts on teachers and influences on students of two kinds of teaching modes. It also analyzes the differences of two kinds of teaching modes as well as how to combine two teaching modes and how to complement each other in order to achieve the perfect combination, making due contribution for training applied talents for English majors, adapting the time requests and making the college English teaching keep pace with the times[2].

2. A Traditional Teaching Mode

2.1 The Definition of a Traditional Teaching Mode

A traditional teaching mode is a teaching structure which is under the guidance of the traditional teaching thoughts, teaching ideas and learning theories and carrying out teaching activities in a process environment. The traditional teaching activities are composed of the three elements of teachers, students and teaching materials [3]. Teaching media are also one of the elements in modern teaching environment. In traditional classroom teaching, are teacher stands in the sacred platform, who is a leader in the classroom [4]. Such a class will eventually lead to the dull atmosphere in class and decrease students’ learning positivity and creativity.
2.2 Characteristics of a Traditional Teaching Mode

Are traditional teaching is a teacher centered teaching mode. This mode is to teach students by teachers and transfers knowledge to students or instills in students [5]. In this class, students are in passive learning status. They see learning in class and doing homework as a burden because what they do is not voluntary. In such a situation of learning, effects will be greatly reduced. In a traditional teaching, a teacher is the center of the teaching, so a student is very difficult to participate in [6]. This situation largely limits students' thinking. They are lacking in imagination and creativity. A traditional teaching takes theoretical research as the key point and ignores the important significance of the practice. The “empty talk” phenomenon is the only knowledge they have learned. According to students' understanding and the regularity of the activities planned, the purpose to organize and control the teaching process in a planned and purposeful teaching is to enable students to master the basic knowledge and skills of the system [7]. A teaching system is a mode that a teacher teaches in system and students learn contents from perception and understanding. Teachers fully grasp the contents of the classroom teaching, and give full play to its leading role, who are the positive roles of education. A teacher can teach a lot of students who can grasp more information system in unit time. Many teachers never carry out a heuristic teaching principle when they use this teaching mode [8]. Class is on the high density. Teachers have no enlightening questions. Students also do not have the opportunity to think and ask questions independently. A 45-minute class lets students master a single learning method by students only memorizing and practicing class knowledge.

2.3 The Impacts of a Traditional Teaching Mode on Teachers

A traditional teaching mode is a stage for teachers to perform as a main teaching environment. That society and schools evaluate teachers mainly according to students' grades. If teachers want to achieve success, they must complete their tasks in teaching. It means teachers should accomplish textbooks and syllabus effectively and strengthen the training of relevant knowledge according to the college entrance examination [9]. In this case, many teachers take books as a teaching center and they teach students in the teaching way of spoon feeding. What the same aim schools and teachers get is that they teach students based on an enrolment rate. The whole teaching activity and the teaching structure put the teacher in the center. Most of teachers obtain knowledge in a traditional teaching mode or grow in the influence of a traditional teaching method. They are already familiar with their teaching knowledge and used to using their own teaching methods to teach in the long-term teaching practice. When they prepare a class, they do not have too much changing of a classroom teaching design in other classes. They use a piece of chalk which can easily finish their lessons. In such a case, it has led teachers to having the inertia. When they prepare lessons, they always use their old teaching methods what they have been taught. A teacher's teaching level is stagnant and their teaching methods are also not improved which affect students and even the development of the whole education in China.

2.4 The Influences of a Traditional Teaching Mode on Students

A teaching model will have some influence on students’ thoughts, behaviors and learning styles. A students' thought is confined to a narrow range in a traditional teaching mode. The most important thing for teachers to discipline students is to let students listen to a teacher. Students receive less knowledge in a passive learning. Students deal with problems in accordance with the teachers’ requirements and they do not think about simpler and easier ways to figure out problems [10]. Therefore, a traditional classroom teaching restricts students’ creative thinking and innovative ability. It has a great influence on students’ learning, development and thinking mode in this teaching mode. Even we have trained a large number of high school students, Olympic competition winners, but no nobel winners.
3. A Participatory Teaching Mode

3.1 The Definition of a Participatory Teaching Mode

Participatory teaching means that all the teachers and students establish democracy, harmony and lively atmosphere together in class and let students of different levels have participation and development opportunities. One kind of effective way of learning is a cooperative or collaborative teaching method. The new curriculum standard of English points out that education should adopt the active way and advocate participative experience. It means teachers should update an concepts of teaching and learning and abandon the drawbacks of traditional teaching. Give full play to students’ initiative and at students have fun of learning in the experience of participating in the teaching activities and lay a solid foundation for an efficient classroom. A participatory teaching is based on students’ actual needs and desires and it takes the subjectivity as the core and takes the initiative as the features of the study. Teachers sincerely take students as a master during the teaching process so that they can feel fun of being the masters of learning and happiness of exploring the knowledge between teachers and students[11]. It is a complete subversion to the traditional “spoon-feed” teaching method and has milepost significance.

3.2 The Characteristics of a Participatory Teaching Mode

Teachers are guides to students’ growth, but students are the masters of the development and the main body of growing to maturity. Students participate in the study of learning objectives in the process of participating in teaching and make their own learning progress. It reflects students’ role in the study of the leading role and stimulates student enthusiasm in learning [12]. Students actively develop a variety of thinking strategies to solve problems in learning. Students take their emotion input in the learning process which can obtain the positive emotion from learning experience and prove a steady stream of power for students in active learning and improve the degree of students’ acceptance in teaching contents. Students can be self monitoring in the learning process of learning activities and make corresponding and appropriated adjustments. Students can learn independently and work in a reasonable time. A participatory teaching is the teaching concept which takes students as main position in education lifestyle and mobilizes students to participate in creative learning and development actively.

3.3 The Impacts of a Participatory Teaching Mode on Teachers

Teachers play a role of supporting students’ learning in the teaching process. In the course of teaching, teachers should play a leading role of classroom activities. Teachers design teaching activities according to student’s learning situations and curriculum contents, which requires teachers to have a higher comprehensive quality. In using the possess of a participatory teaching mode, a teacher should be the guidance in students’ learning and solve learning problems of activities for students[13]. A teacher should help those students who have a tendency to deviate from the group and help them return to the learning in a timely manner. A teacher should be the motivator in students’ learning who encourages each activity group and makes sure that everyone in the group can express their own opinions. Teachers and students should explore and work together actively to draw the conclusion of a problem. A teacher should be a regulator in student s’ learning activities and the person who should control the rhythm in classroom activities and motivate students to finish a task on time. When students discuss in a group with an intense mood, teachers should pay attention to students in learning difficulties and vulnerable groups. A teacher should encourage students who are not good at talking and dare not to speak to participate in group activities actively. A teacher should control a learning process appropriately and get rid of difficulties in group learning for students. Teachers give students recognition and praise when students have a new conclusion in group discussing. Teachers should
accept new achievements and new conclusions according to group cooperation and draw the conclusion to group work. These are the embodiment of teachers’ comprehensive abilities in reserving knowledge, regulating capacity and organizing capacity.

3.4 The Influences of a Participatory Teaching Mode on Students

The teaching purpose of a participatory teaching mode is to cultivate students’ interests and develop the learning motivation to stimulate students so that students are willing to take the initiative to participate in the study. Students’ curiosity is strong, which is students’ general psychological characteristics and is also the starting point to focus on students’ interest. It can often achieve the effect by a surprise in the process of teaching. In “operational activities”, teachers should give full play to students’ main role and let students actively participate in the learning process. As a result, when students access to the new knowledge step by step according to their own practice, at the same time, their learning enthusiasm and initiative are greatly stimulated and their innovative thinking mode are cultivated successfully.

4. Effects of Comprehensive Application

The competition of comprehensive national strength is talents’ competition. However, our China needs to cultivate innovative talents with all-round development. Under this social background, we should combine a traditional teaching with the teaching mode of participation effectively to change the consciousness of students' autonomous learning. We also should strengthen the enthusiasm of teaching activities and cultivate the comprehensive ability and stimulate the innovative consciousness. Then we cultivate the innovative talents. In the teaching activities, teachers only play the role that they guide students and students are masters in activities. It will stimulate students’ enthusiasm and initiative in learning and students can take the initiative to gain knowledge. Students will change the situation that students learn by rote and take the way of mechanical training. The activities of participating in teaching are carried out in the form of a group. In group activities, we can cultivate students’ abilities of cooperation, practice, research as well as the ability of analyzing problems and solving problems. According to the survey, ninety percent of schools in China including province, county and township schools, are gradually adopting a in the participatory teaching mode from the process of modern education reform. Teachers often participate in regular training and improve a traditional teaching mode gradually. They adapt teaching modes which are suitable for students in learning and develop comprehensive abilities.

A participatory teaching mode is a kind of teaching mode which reforms and eliminates too much attention to knowledge inheritance in a traditional teaching made and too much attention to the students' passive learning. We must affirm the value of the traditional teaching mode and can not abandon it easily. At the same time, we must see the limitations of a traditional teaching mode. It can not be taken as the only mode of deification. If teachers pay attention to mobilizing students’ learning initiative and inspiring their positive thinking, it can make up for the shortcomings of imparting to a certain extent and can also be a wonderful lesson by imparting teaching. A teacher is not only to pursue a class success but also to pay attention to the improvement of quality. Therefore, we must be out of imparting misunderstanding and realize the combination of a participatory teaching mode and a traditional teaching mode. In this way we can make use of their advantage of a participatory teaching mode and a traditional teaching made, realizing a kind of perfect teaching mode and making a teaching made from a single one to diversification.

References


